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TITLE From the Northern Cheyenne Behavior Analysis Follow Through Resource Center, Lame Deer, Montana 59043 (Including Typical Adoption Process and Welcome Visitors).

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IDENTIFIERS *Behavior Analysis Classroom: Cheyenne (Tribe): Montana: *Northern Cheyenne Follow Through Project

ABSTRACT

The three booklets provide information about the Northern Cheyenne Follow Through Project, operating on the Northern Cheyenne Indian Reservation in Montana. "The Northern Cheyenne Follow Through Project" gives a history of the project and its sponsorship by the University of Kansas, and explains the project's objectives, administrative structure, and philosophy. It also describes "Behavior Analysis," the project's model for classroom motivation, which functions by means of a token economy or by student-teacher contracts. Classroom materials and activities are listed and the extensive use of tribal members as teacher aides is explained. Many photographs are included. "Welcome Visitors" briefly introduces visitors to the project demonstration sites at Lame Deer Public School and the Labre Indian School. The booklet includes letters of welcome from tribal, project, and school officials and a two-day schedule of activities for visitors. A map of the area and many photographs are included. "Typical Adoption Process" is a cartoon representation of the 17 steps in the process by which a school establishes and assesses a program with the help of statewide facilitators. (SB)

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FROM THE

NORTHERN CHEYENNE BEHAVIOR ANALYSIS FOLLOW THROUGH RESOURCE CENTER LAME DEER, MONTANA 59043

ED197926

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TRIBAL OWNED BUFFALO HERD

SCENIC VIEW OF THE TONGUE RIVER
WHICH RUNS THROUGH THE NORTHERN
CHEYENNE RESERVATION.

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"Classroom behavior analysis is not yet ten years old, but in its infancy and early childhood it has accomplished feats to rival the heroics of the legendary Paul Bunyan. Paul was a myth, a fable, a one-time phenomenon. Behavior Analysis is not. What it has accomplished in classrooms throughout the nation during the past few years can be done by you in your own classroom. B.A. teachers have accelerated the academic achievements of their children, corrected individual learning problems, and found ways to correct classroom behavior problems without having to rely on outside help from school psychologists, learning disabilities consultants, or guidance counselors."

Dr. Don Bushell
from Classroom Behavior,
A Little Book for Teachers

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THE NORTHERN CHEYENNE FOLLOW THROUGH PROJECT

Head Start was initially designed to give poor/minority children a "head start" in school by providing enrichment experiences before they enter school. In addition, Head Start offered comprehensive health and social services to prevent or correct problems which may interfere with children's learning, and made provisions for parental involvement in educational and decision-making processes.

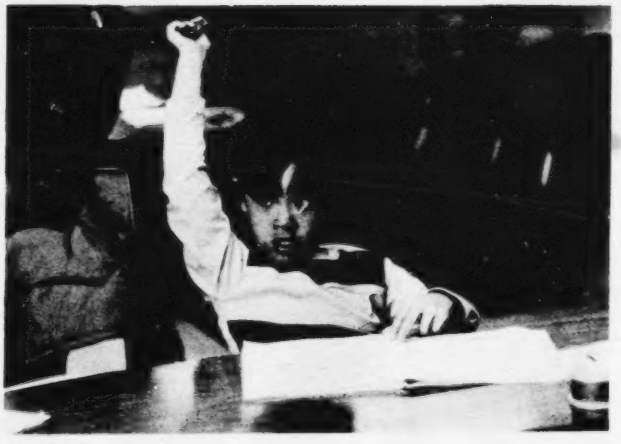
Unfortunately, evaluations of the first group of Head Start children indicated a disappointing lack of improvement in their educational progress. This led to the conclusion that Head Start did not have enough impact to counteract the numerous negative influences which the children experienced. One of the factors identified as a barrier to continued advancement of Head Start children was the educational system itself. Few schools serving low-income areas were prepared to build on the educational benefits of the Head Start experience.

Sargent Shriver, Director of OEO, called for a follow-up of Headstart children into the early elementary grades. In 1967, President Johnson asked Congress to "preserve the hope and opportunity of Headstart with a follow through program in the early grades." Follow Through was subsequently legislated in Congress with Headstart in 1967 amendments to the 1964 Economic Opportunity Act:

> A program to be known as Follow Through focussed primarily upon children in Kindergarten or elementary school who were previously enrolled in Headstart or similar programs and designed to provide comprehensive services and parent participation activities...to aid in the continuing development of children to their full potential...

Since Follow Through was created to extend Headstart preschool experience into Kindergarten and the first three grades of school, it was patterned after Headstart. Follow Through, like Headstart, provides for parent involvement and comprehensive services, and its focus is on helping children from low income families to be more successful in school.

Examination of various innovative approaches to early childhood education in Follow Through became known as "planned variation." U.S.O.E. contracted with several sponsors--universities, educational laboratories, and private non-profit educational development firms--to develop and implement innovative educational programs in local school districts. The "sites" (those school districts which were to participate in Follow Through) were also selected by USOE at this time.



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In order to help match local Follow Through sites with sponsors, a conference was held in February, 1968. Each Follow Through site team, consisting of a local school official, a school board member, a local community action agency official, and a parent, met with sponsor representatives to select an innovative educational program or "model" for implementation at their site. After each site chose the sponsor and model they elected to implement in their school, each site was assigned a "general consultant" to assist in developing program areas not covered in depth by the sponsor (usually health, nutrition, social services, psychological services and parent/community involvement) and a USOE Project Officer to monitor the program. Follow Through was implemented gradually at local sites.

The Northern Cheyenne Follow Through Project has existed for nine years in the highly complex environment of school, economic, political and cultural pressures which characterizes many American Indian reservations and has maintained a relative stability of implementation, of effects on children's performance, and of community support.

Parents, school administrators and Tribal representatives selected the University of Kansas as sponsor, and sponsorship began in 1969. Local participants and the sponsor together designed an early childhood program that combines the principles and practices of Behavior Analysis with elements of the Northern Cheyenne culture which parents wish to emphasize in their children's education. The practices enumerated below were intended by the project planners to achieve the following objectives:

1. To reduce the discrepancy between test norms and the generally poor achievement test performance of Native American children, especially in the area of reading skills.

2. To involve Cheyenne parents directly in the instruction of their children and, at the same time, increase the number of Indian instructional staff in the schools.

3. To increase community access to educational advancement and to participate in educational decision-making.

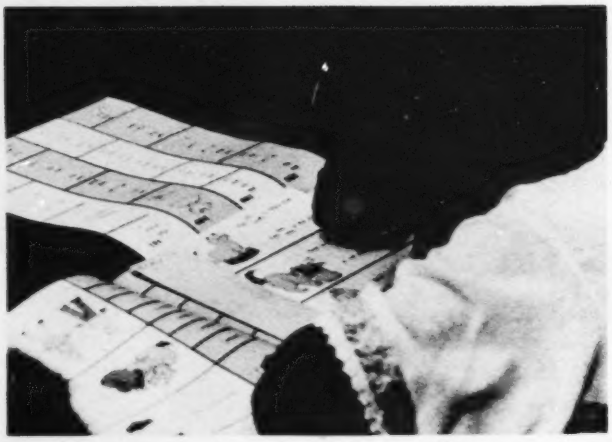
To ensure that Follow Through activities reflect the concerns of the Northern Cheyenne people, the Tribe was chosen and continues to act as grantee, providing requisite staff and services, sharing in day-to-day project implementation with each of the school systems on the Northern Cheyenne reservation, and retaining ultimate authority for program coordination and fiscal matters. The Tribe has further assured that Follow Through represents the educational priorities of the families served by delegating considerable decision-making power to the parent-controlled Policy Advisory Committee (PAC) and its subsidiary school-based groups.

Northern Cheyenne Follow Through classrooms are structured through the use of token economy or student-teacher contracting systems. A crucial component of these systems is the positive reinforcement of academic and social progress through contingent adult praise and access to desired activities. Children are motivated when they are given positive incentives to begin and carry through on learning tasks.

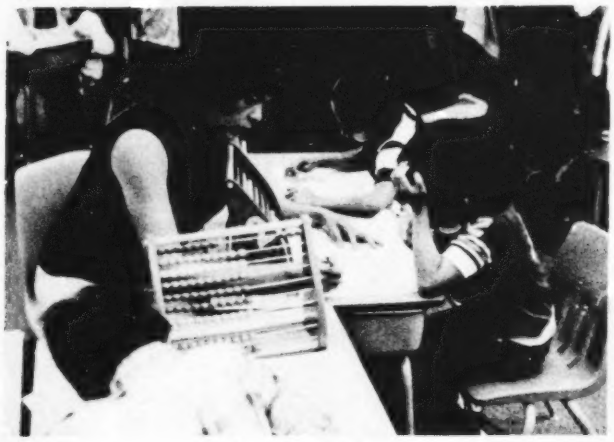
The "Behavior Analysis" model takes its name from the fact that teachers are trained to be very systematic in responding to what children do in a positive way that will motivate them to want to learn. They believe that children want approval and attention and that if they see that working hard, trying to master their lessons, and following classroom rules of behavior all are very rewarding to the children who do it, they will be motivated to do these things. The teacher is taught that s/he has many incentives s/he can use to motivate children -- teacher smiles and hugs, teacher praise, or letting a child have some bright attractive object s/he is curious about, or allowing the child to take part in an activity that looks like fun. The teacher's training helps him/her to use these incentives for each little step through which the child progresses toward becoming a good student. When the child is just learning how to act in a classroom the teacher will praise him/her for coming to the table and sitting down ready to work. When the child is beginning to be taught something s/he will praise him for paying attention. When s/he is working out a problem s/he praises accuracy.

The most visible sign that you are in a "Behavior Analysis" classroom is that usually the teacher is giving the children small plastic disks called "Tokens" along with teacher praise. Some teachers use the point system instead of the "token" system, where the teacher puts a mark on a sheet of paper taped to the student's desk. Whether the "token" or "point" is used, it is always given with verbal praise. The day in the classroom is divided into "earns" and "spends". The four main academic areas (reading, math, spelling, handwriting) are taught as "earns", and during these periods the children earn tokens or points for their efforts at learning their lesson. At the end of the earn, the teacher and the children have an "exchange". Children exchange their tokens for permission to participate in their choice of activities, which is called a "spend". The prices are set so that the most inviting activities require the most tokens or points, with the idea that the children will try very hard to concentrate and do well during the earn in order to have enough tokens or points for their preferred choice of activities during the spend.

Some Behavior Analysis classrooms use "contingency contracting". In these classrooms the child's assignment is his/her contract, and the completion of it earns the child the right to have an activity choice for a period of time before returning to his/her next academic subject areas.



CHILDREN CAN WORK ON THEIR OWN LEVEL AT THEIR OWN RATE



SMALL GROUP INSTRUCTION USING AIDES FACILITATES INDIVIDUALIZATION

CHILDREN HELPING EACH OTHER IS VERY EFFECTIVE

INSTRUCTION IN SMALL GROUPS ENABLES TEACHERS TO SPOT AND SOLVE PROBLEMS A CHILD MAY HAVE

CHILDREN ENJOY TAKING TURNS BEING THE TEACHER

THE MAJORITY OF TEACHING ADULTS NOW REPRESENTS THE CHILD'S OWN CULTURE

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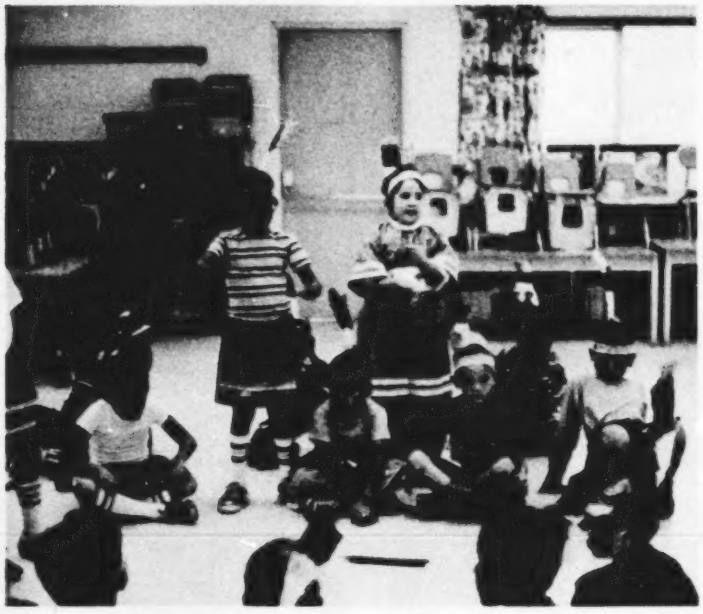

THE TRADITIONAL HAND GAME

MODERN DAY DRUMS WORK
ALMOST AS WELL AS THE
REAL THING

NATIVE AMERICAN INDIAN DAY
IS CELEBRATED WITH TRADITIONAL DANCING

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The kinds of contingent activities or "backups" used in the Northern Cheyenne project constitute one of the program's unique features. In addition to the conventional games and enrichment lessons which are usually available as reinforcers to children in Behavior Analysis classrooms, Northern Cheyenne children may choose from a wide variety of Cheyenne cultural activities.

These include the cooking of traditional foods, simple Cheyenne language instruction, legend telling, dancing, the making of ceremonial costumes, beading, and the Cheyenne Hand Game. Cultural activities are highly valued by the children, as their generally greater worth in exchange demonstrates. Thus, culturally relevant motivators are used to sustain efforts in basic skills areas. Moreover, the children are provided with school-based opportunities to experience aspects of their own culture in a positive, "rewarding" context. Until the advent of Follow Through, Cheyenne activities were seldom available in the schools and never systematically introduced as part of the instructional program.

The Behavior Analysis model believes that the child needs most of all, in the early years of school, to master the basic subjects of math, reading, handwriting and spelling, because these subjects provide the tools for all of the subjects the child may take up during the time s/he is in school. Northern Cheyenne Follow Through curricula conform to the requirements set by the sponsor to assure that the format of instructional materials is compatible with the motivational system. The materials must lend themselves to: a) individualization according to each child's pace; b) continuous progress monitoring, including frequent quizzing and review; c) easily measured and precisely sequenced skill building; and d) differential reinforcement of responses through the provision of clear criteria for correct responses.

The materials used in Northern Cheyenne Follow Through classrooms include:

Behavior Analysis Phonics Primer
Sullivan Programmed Reading
Houghton Mifflin Reading Series
Heath Mathematics
Scott Foresman Mathematics
Zaner Bloser Handwriting and Laidlaw Spelling

Classrooms using the model usually have other things they teach besides these academic areas. However, the effort is to arrange the day so that the amount of time devoted to the key subject areas will be sufficient to assure each child time to make solid progress in the priority subject areas.

Although children learn at different rates, the sponsor records their progress and attempts to see that even the slowest children make enough progress to assure them a basic mastery level by the end of the program. This is done by arranging extra time during the day or extra help for individual children who are not making a minimum level of acceptable progress in subject areas on the regular class schedule. At the other end of the progress scale, they attempt to set learning goals high enough to challenge the fastest learners.

The tools to do this involve charting of individual progress and adjustment of time schedules so a slow child has more time spent on academic work, and if needed, individual help. To assure that this happens, records are kept by the teacher. Every two weeks, the book and page placement in math and reading of every child is recorded and sent to the sponsor by an "Opscan" machine which transmits the information to a computer center at the University of Kansas in Lawrence, Kansas, and feedback comes back over a teletype in a short period of time.

The justification for this sophisticated system is that in order to be truly helpful to a teacher, s/he needs the information right away. The sponsor uses the student information to help set "targets" for the children's learning during the next two weeks.

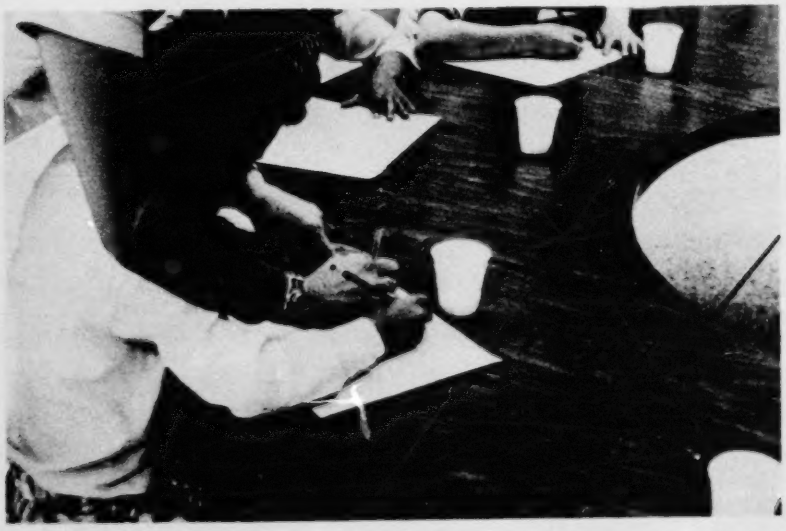
As all instruction is in small groups with children working at individualized assignments, the model calls for three to four adults in every classroom, the lead teacher and two or three parent aides teaching the math and handwriting/spelling.

With up to three parent aides to every classroom hired from the Indian adults on the reservation, the majority of teaching adults the child finds when entering school now represent his/her own culture. In addition, through the supplemental training, career opportunity program, and other means which Follow Through has found to make continuing education possible for its staff people, progress has been made toward the day when the lead teachers as well will come from the Indian community.

In this model the adults in the classroom have a teaching role-subject areas they present. They have definite groups they work with at different times of the day as the sole teaching adult. Although the lead teacher takes extra responsibility for the classroom in planning sessions in which s/he helps the aides plan to carry out their responsibilities, in the daily classroom schedule the lead teacher and aides appear to the children to have the same teaching function. This is different than programs in which the function of aides is to maintain order and to work as an assistant, in clearly an inferior position to the lead teacher. The "role model" Northern Cheyenne children see in the Cheyennes who teach them is one to generate a full respect that one holds for a teacher.

The "role model" Northern Cheyenne children see in the Cheyennes who teach them generates great respect.

Each child receives the attention and help needed.



Modelling from the teacher is very important.

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The token system is an exchange system. You give the children tokens for the answers which you like (paying attention, working on an assignment, correct answers, helping, etc.) To keep the exchange going, Behavior Analysis classrooms have earning period, followed by spending periods, followed by earning periods, etc. throughout the day.
(Taken from Tokens for the Behavior Analysis Classroom A Teaching Guide by Don Bushell, Jr.
The University of Kansas support and Development Center for Follow Through Department of Human Development - Don Bushell, Jr., Director.)

"Contracting and token economy" are two types of the motivation system.

A "motivation system" is a positive and organized means of motivating children's behavior in both academic and social skills.

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Because over 70% of the Follow Through staff are Indian adults, children who enter school speaking the Cheyenne language are able to find adults to relate to them in their native tongue.

Northern Cheyenne children continuously enrolled in Follow Through out-performed a comparison group in reading achievement. To a lesser but significant degree, they have also out-performed the comparison group's achievement in math and spelling. More important, perhaps, is that this Indian community set a goal of improved reading performance in 1969, and accomplished that goal. For the first time in the Tribe's history, parents were planners, policy makers, and participants in their children's education. The Tribe has had authority to shape educational criteria, classroom procedures, and administrative practices; and parents have been permitted an unprecedented degree of client control in their educational systems.

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Come and See Us!

Big Sky Montana

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WELCOME VISITORS

Maria Charette
Materials Clerk

Kathy Two Two
Secretary

Moneda Cady
Coordinator

Valdo Petter
Media Specialist

Rose Cain
Staff Trainer

Amanda Two Two
Parent Involvement

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NORTHERN CHEYENNE FOLLOW THROUGH
RESOURCE CENTER
LAME DEER, MONTANA 59043

WELCOME TO THE RESOURCE CENTER!

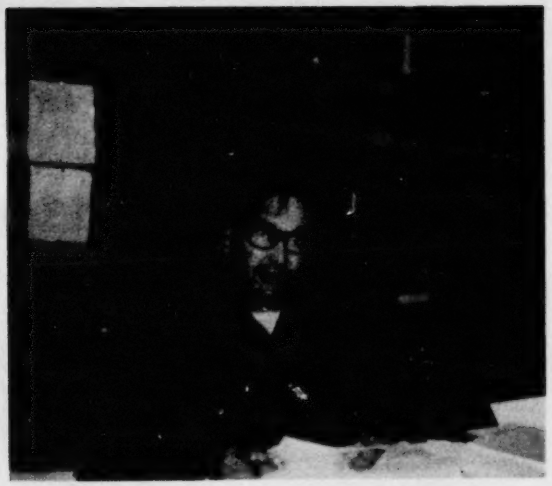
WE ARE HAPPY TO HAVE YOU AND HOPE YOUR VISIT TO OUR DEMONSTRATION SITE IS BOTH ENJOYABLE AND BENEFICIAL. IF THERE IS ANYTHING FURTHER WE CAN DO TO ASSIST YOU, PLEASE FEEL FREE TO ASK. ANY SUGGESTIONS YOU HAVE WILL BE HELPFUL TO US.

WE ARE PROUD OF WHAT THE BEHAVIOR ANALYSIS FOLLOW THROUGH PROGRAM HAS DONE FOR OUR CHILDREN AND THEIR PARENTS AND WE FEEL BY SHARING OUR PROGRAM WITH YOU, WE CAN SHOW YOU HOW YOU CAN HELP YOUR CHILDREN!

SINCERELY,

Moneda Cady

MONEDA CADY, COORDINATOR
FOLLOW THROUGH RESOURCE CENTER



NORTHERN CHEYENNE TRIBE
INCORPORATED

P.O. Box 128

LAME DEER, MONTANA 59043

LITTLE WOLF AND MORNING STAR - Out of defeat and exile they led us back to Montana and won our Cheyenne homeland that we will keep forever.

- WOHEHIV - The Morning Star

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Llevando Fisher
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Ted Risingsun
Busby

Matthew Two Moons
Busby

Ben Limberhand
Lame Deer

Charles Yellowfox, Jr.
Lame Deer

Francis E. (Gus) Harris
Lame Deer

James Shoulderblade
Lame Deer

Dennis Shoulderblade
Lame Deer

John Woodenlegs, Sr.
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Lame Deer

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Lame Deer

Wanda Small
Lame Deer

Daniel Foote
Lame Deer

Dennis Limberhand
Lame Deer

George Hiwalker, Jr.
Lame Deer

Floyd Waters
Muddy

Welcome Visitor:

As President of the Northern Cheyenne Tribal Council, I pledge the support, assistance and continued good will of the Tribal Council to the Follow Through Resource Center.

The Resource Center and regular Follow Through program has filled an educational need in our community through their combined efforts in bringing about a quality educational program for Northern Cheyenne children.

I also assure you that all agencies on the reservation that are working toward the betterment of the Northern Cheyenne people will give all available assistance and support to our Follow Through Resource Center.

Thank you for sharing an interest in our demonstration site.

Sincerely,

Allen Rowland, President
Northern Cheyenne Tribal Council

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LAME DEER PUBLIC SCHOOL

DISTRICT NO. 6

LAME DEER, MONTANA 59043

ROSEBUD COUNTY

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December 21, 1978

Dear Visitor:

Let me take this opportunity to express a very warm welcome to you from the Lame Deer Elementary School District.

I hope your visit will be both educationally beneficial and personally delightful. We hope to have the opportunity to make you most graciously welcome.

Please visit all of our school and be as inquisitive as we can be informative. My office will be continually at your service, please call me personally if I can be of assistance to you in any way.

Sincerely,

C. L. Robinett

C. L. Robinett,
Superintendent

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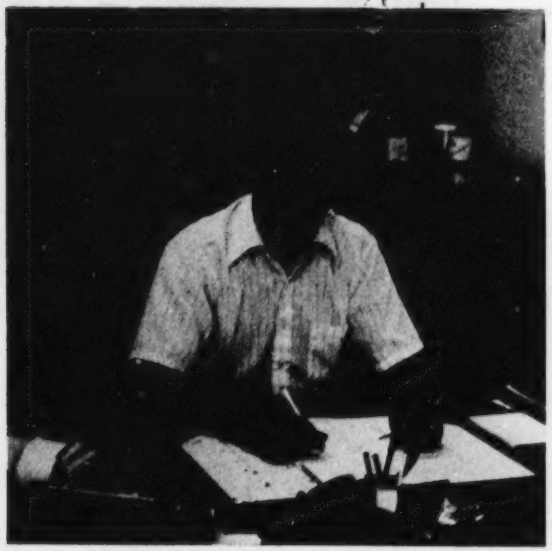

Labre Indian School

TELEPHONE (406) 784-2347
784-2348

ASHLAND, MONTANA 59003

Dear Visitor:

I would like to take this opportunity to welcome you to Labre Indian School. We are indeed happy that you have chosen our school for your observation.

During your stay, please feel free to visit all our school facilities. The administration and staff will be more than happy to answer your questions.

I thank you for coming, and I hope that the time you spend here will be a worthwhile and rewarding experience.

Sincerly,
LABRE INDIAN SCHOOL

Ray Streeter
Superintendent

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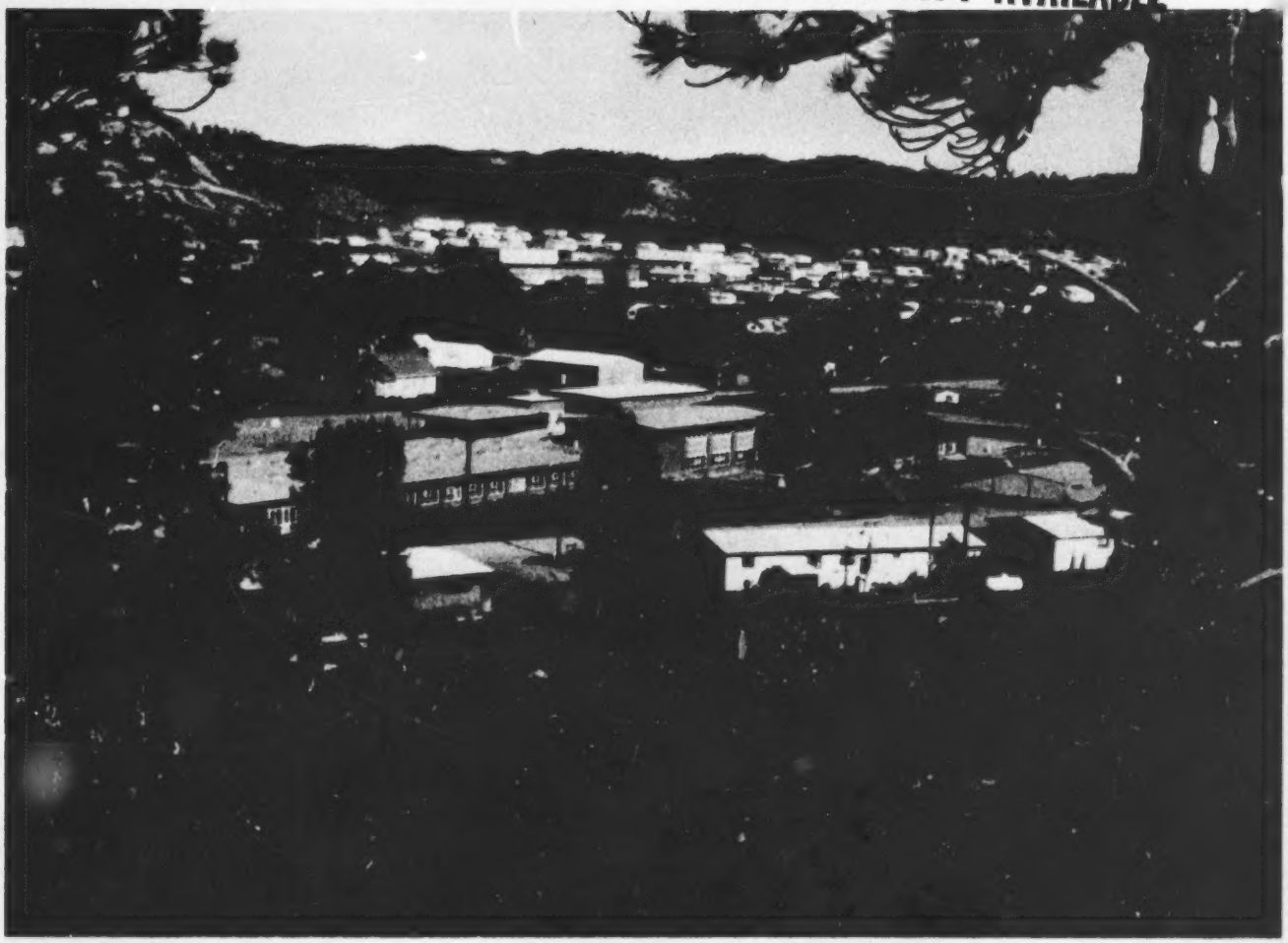
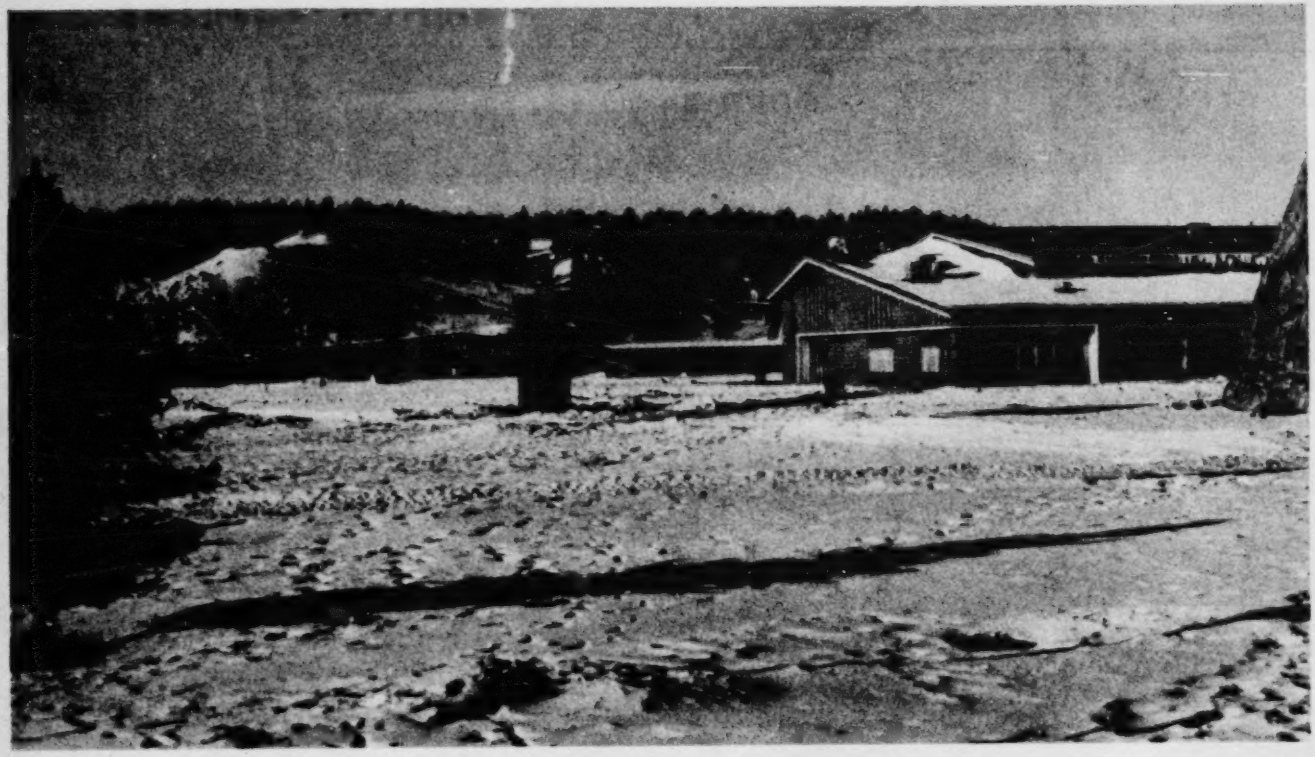


THE LAME DEER PUBLIC SCHOOL

The Lame Deer Public School is fully accredited with the Montana State Board of Education. It is a newly constructed building serving approximately 410 students in the primary grades, kindergarten through the eighth grade. 95% of the student enrollment are Northern Cheyenne. An octagon shaped building was built on in 1977. This area, which is called "The Pod", is the location of six Behavior Analysis Follow Through classrooms, grades first through third.



THE ST. LABRE INDIAN SCHOOL

The St. Labre Indian School is presently responsible for the education of nearly 700 Northern Cheyenne and Crow Indian children, a far cry from its humble beginnings in 1884 in a 3-room log cabin. The school was begun as a direct result of the impassioned protest of a soldier, Pvt. George Yoakun of Fort Keogh, who contacted Bishop Brondel about the poor living conditions of the Indian people of his time.

Today, St. Labre is fully accredited with the Montana State Board of Education. Besides offering a regular program of elementary and secondary education, there are classes in industrial arts, business, home economics, music, and art. Other educational programs include: **Follow Through Behavior Analysis for grades K through three**, Remedial Reading, Bilingual-Bicultural education, and Ethnic Studies.

School policy and management are determined by an all-Indian School Board. **With the Follow Through Program, parents of children in the Labre Indian School and the Lame Deer School are enthusiastic about their personal involvement in their children's education.**

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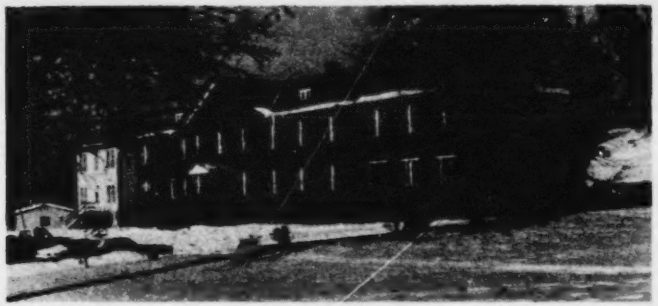
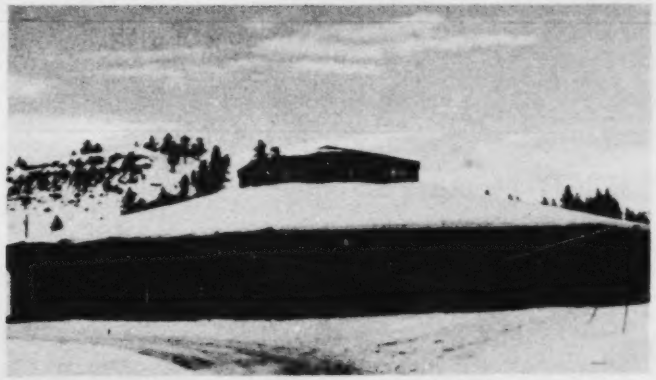
We are a federally funded program designed to improve the education of kindergarten through third grade students at the Lame Deer Public School and the Labre Indian School. We began our program at the beginning of academic year 1968-'69, and recently earned the distinction of being chosen by the Joint Dissemination Review Panel as a Resource Center and Demonstration Site.

YOUR FIRST DAY

8:30 A.M.

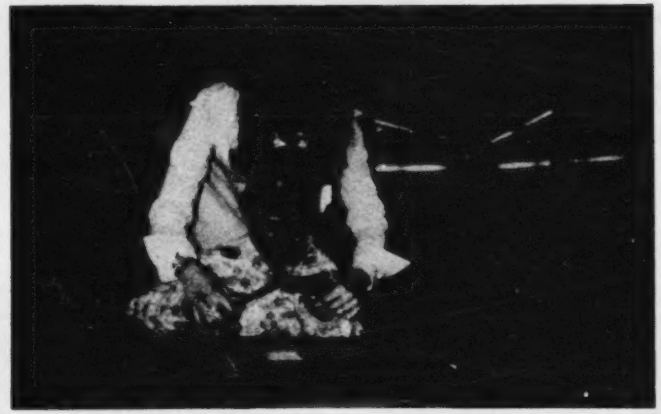


Our offices are located on the second floor of the Lame Deer B.I.A. building. You will be greeted by Resource Center Staff who will tell you something about the program and how it is organized. Then, at about 9:30,



out the door and down the road to the Lame Deer School pod, an octagonal structure where our Demonstration Site is located.

There, at around 9:45 you will see the Behavior Analysis method in action.



—and at 11:30, some members of the administration.

At noon, lunch. Then back to the Resource Center for an audiovisual presentation followed by a question and answer session. You will also explore one example of in-depth training.

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YOUR SECOND DAY

8:30 A.M. at the Labre Indian School Kindergarten, where you will meet lead teachers, aides, and members of the administration—

—Followed by a visit to Labre second grade—

and then—

at noon, lunch, followed by a visit to the Labre Indian Museum—

and back on the road across what we call "The Great Divide" to the Resource Center for a final question and answer period and your evaluation.

COME AGAIN!

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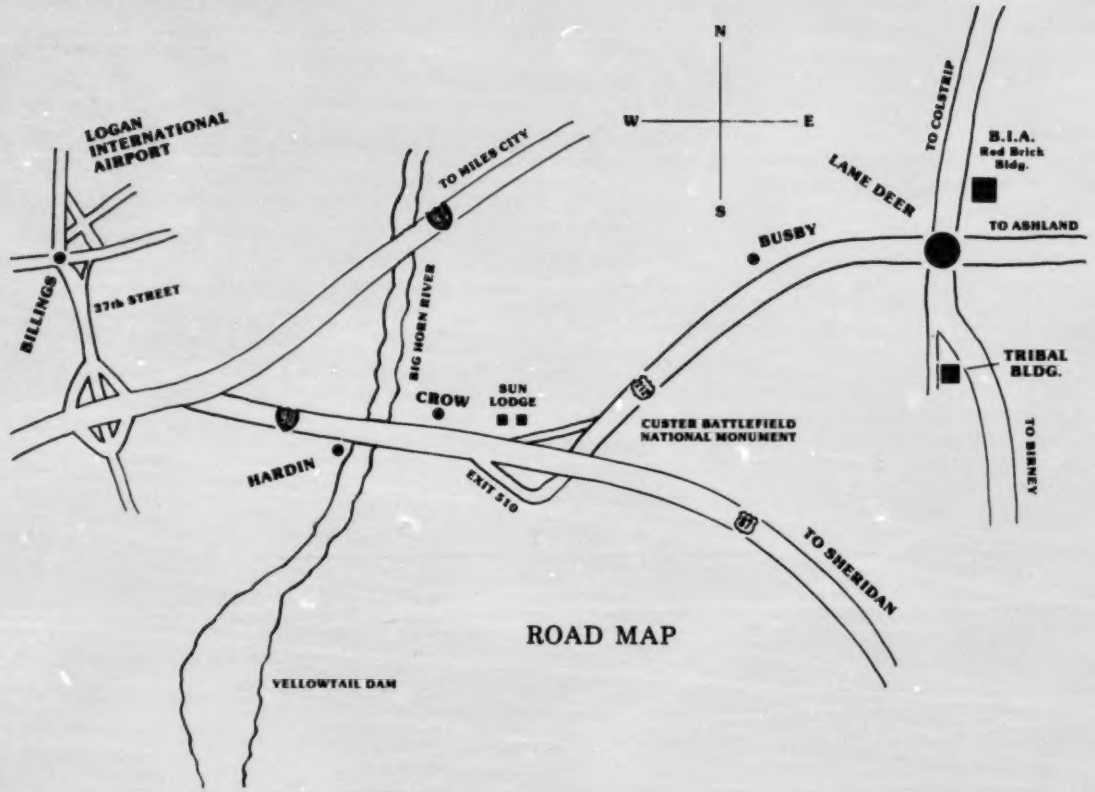

ROAD MAP

LODGING FACILITIES

Lame Deer has no lodging facilities but there are 3 in the surrounding area: (1) Ashland which is located 21 miles East of Lame Deer and has 2 demonstration classrooms, (2) Colstrip which is 21 miles North of Lame Deer and, (3) The Sun Lodge Motel in Crow Agency which is 45 miles West of Lame Deer.

The Northern Cheyenne Indian Reservation

The Northern Cheyenne Indian Reservation is located in the Southeastern corner of Montana and approximately 100 miles from the largest city of Billings. The land base is 444,157 acres, with a population of 3,986. The townships of Lame Deer, Busby, Ashland and Birney are located within the confines of the reservation.

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FOLLOW THROUGH PROJECT

NORTHERN CHEYENNE TRIBE
INCORPORATED

Phone 477-6215 Ext. 224

LAME DEER, MONTANA 59043

LITTLE WOLF AND MORNING STAR - Out of defeat and exile they led us back to Montana and won our Cheyenne homeland that we will keep forever.

- WOHEHIV - The Morning Star

DEAR VISITORS:

AS THE DIRECTOR OF THE NORTHERN CHEYENNE FOLLOW THROUGH RESOURCE CENTER PROGRAM I HOPE YOU ENJOYED YOUR VISIT HERE TO THE NORTHERN CHEYENNE RESERVATION AND TO THE PROGRAM.

I HOPE WHAT YOU HAVE LEARNED FROM THE PROGRAM WILL BENEFIT YOUR EDUCATIONAL NEEDS IN YOUR SCHOOL.

THANK YOU FOR COMING AND HOPE YOU ENJOYED YOUR STAY.

SINCERELY

Ms Phyllis Big Left Hand

MS. PHYLLIS BIG LEFT HAND
NORTHERN CHEYENNE FOLLOW THROUGH &
RESOURCE CENTER PROGRAM

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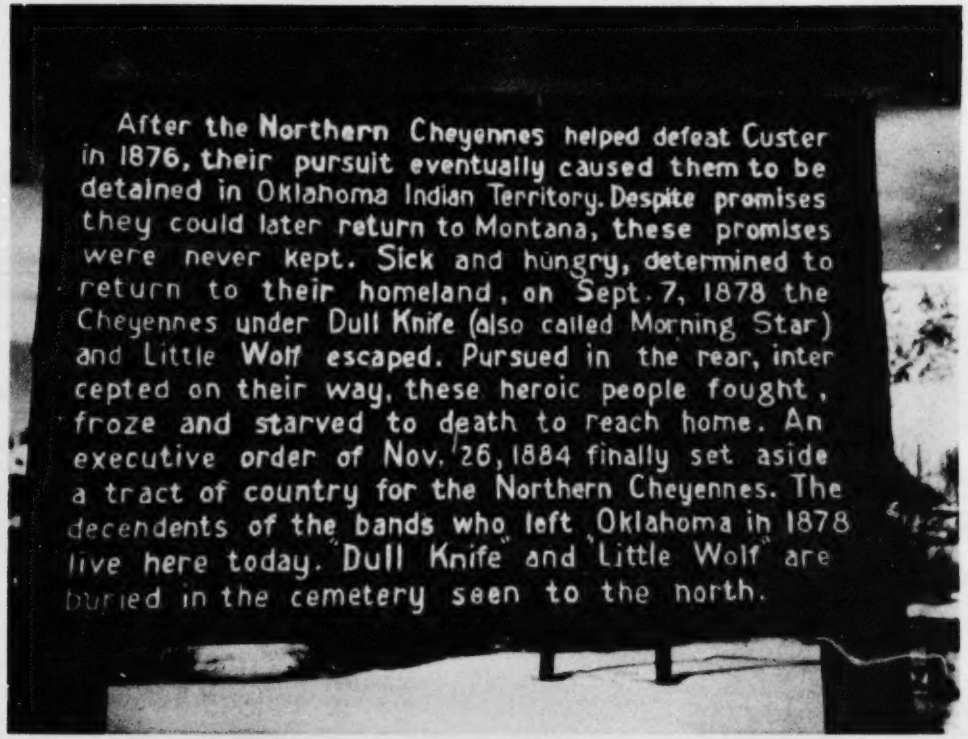
After the Northern Cheyennes helped defeat Custer in 1876, their pursuit eventually caused them to be detained in Oklahoma Indian Territory. Despite promises they could later return to Montana, these promises were never kept. Sick and hungry, determined to return to their homeland, on Sept. 7, 1878 the Cheyennes under Dull Knife (also called Morning Star) and Little Wolf escaped. Pursued in the rear, inter cepted on their way, these heroic people fought, froze and starved to death to reach home. An executive order of Nov. 26, 1884 finally set aside a tract of country for the Northern Cheyennes. The decendents of the bands who left Oklahoma in 1878 live here today. Dull Knife and Little Wolf are buried in the cemetery seen to the north.

NORTHERN CHEYENNE

BEHAVIOR ANALYSIS

FOLLOW THROUGH

RESOURCE CENTER

LAME DEER

MONTANA

WESTERN PRINTING
BILLINGS, MONTANA

TYPICAL ADOPTION PROCESS

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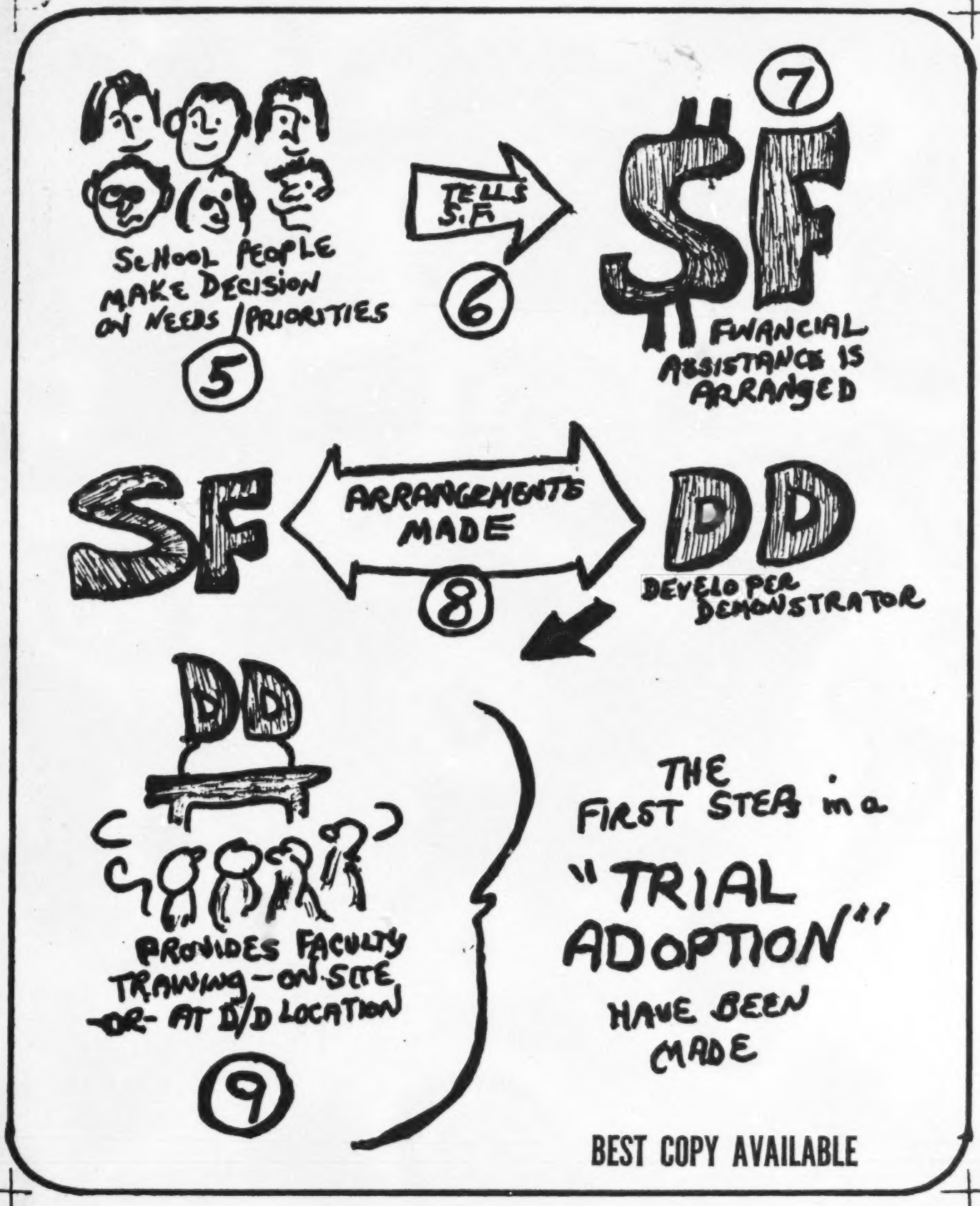

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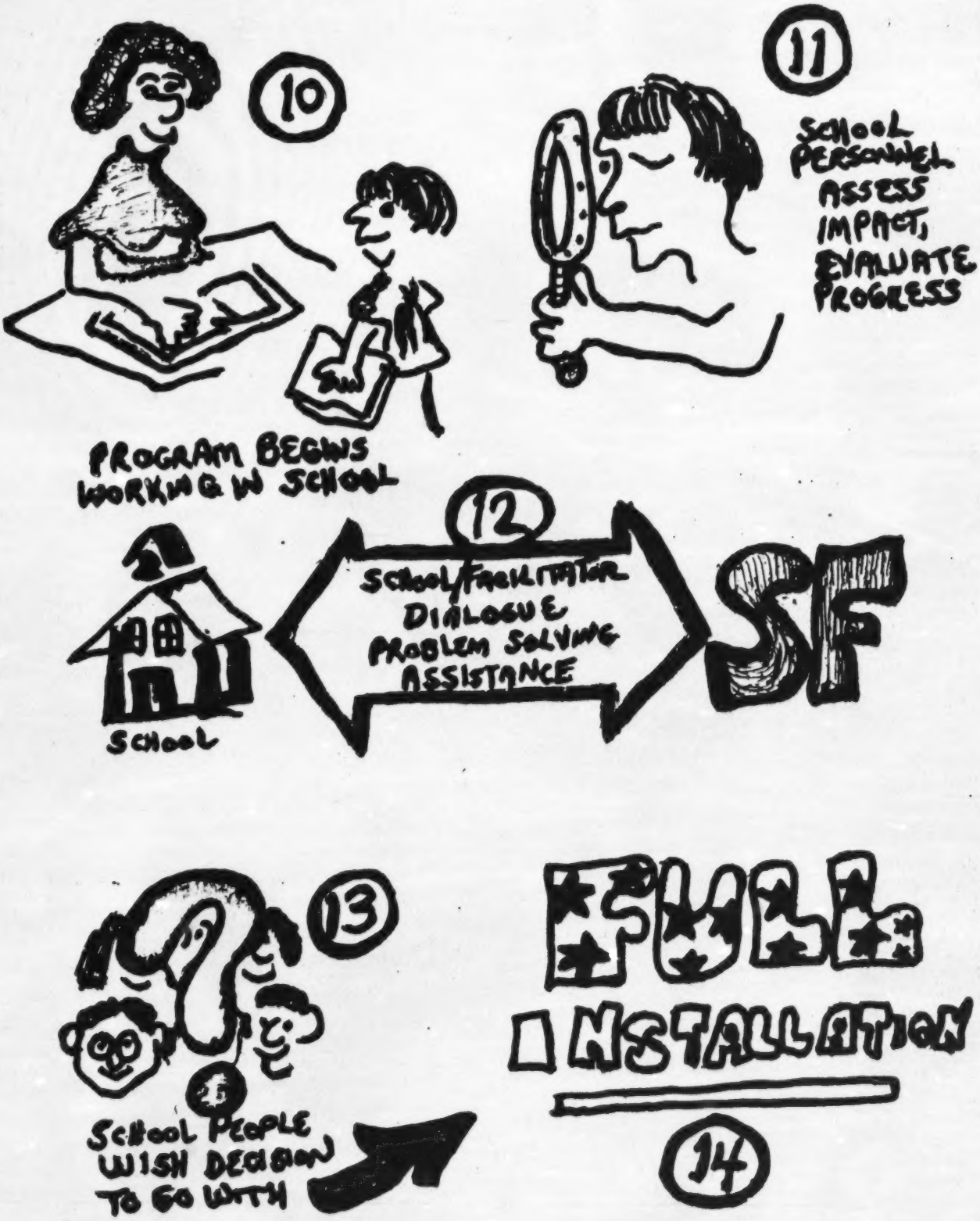

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SCHOOL FACILITATOR and DEVELOPER CONTINUE to WORK TOGETHER, COOPERATE with

16 PERIODIC ASSESSMENTS

and

17 CONTINUED TECHNICAL ASSISTANCE

COMPLETE **ADOPTION PROCESS**

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